



COURSE OF STUDIES



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Introduction

The Alliance of Regional Educational Service Centers (RESCs) in Connecticut has a long history of preparing educators to provide high quality educational opportunities for students and to assume leadership roles that promote continual learning.

The introduction of technology as a key component in schools has served as a catalyst for reflection regarding how educators can perform creatively and effectively in diverse classrooms. As a result, the Alliance of RESCs, in collaboration with the State Department of Education, has developed the Connecticut Teacher Technology Competencies (CTTC). The competencies serve as the foundation for professional development opportunities that introduce and address changes in the information age classroom of today. The competencies are divided into the following four standards:

- I. Educational Technology Concepts & Operations;
- II. Creating Environments For Learning;
- III. Productivity and Professional Practice; and
- IV. Social, Legal, Ethical and Human Issues.

The Alliance has created a course of studies comprised of a series of training modules that align with the CTTC competencies.

The Course of Studies that leads to proficiency in the competencies is exemplified by these beliefs:

- Professional growth and development are lifelong pursuits
- Schools are key components of a larger society
- Active inquiry and knowledge form the basis of practice
- Learning, teaching, and collegiality are fundamental activities that promote growth
- Technology can provide powerful benefits to schools when used effectively
- Student performance is central to professional development for educators
- Information systems in districts can provide a knowledge base that can guide school improvement decisions
- Leaders can affect positive change in individuals and groups

The Course of Studies is designed as an introduction to a variety of offerings for Connecticut educators who want to pursue the development of practical skills and knowledge related to the integration of technology that supports student performance. The abstract of each module provides a brief description of the learner outcomes and the technology competencies addressed.

Each module:

- relates to K-12 and all content areas;
- addresses a minimum of one teacher competency; and
- addresses one to three levels of proficiency (initial, developing, proficient).

The abstract of each module provides module title, prerequisites, duration, audience, description, training, questions, competencies and module objectives.

We recognize that educators have varied levels of experience with technology and that they need options that provide appropriate entry points for professional development. Educators should first take the self – assessment, **The Performance Indicators for the Connecticut Teacher Technology Competencies**, in order to identify the level of their technological competence. Next, they should review the Course of Studies to determine which modules align with skills to be acquired. Below are some possible “pathways” to consider:

If you are new to using technology, consider these modules:

- Pieces of the Technology Puzzle – How Do They Fit?
- Publishing Tools and Teacher Productivity
- CPR for Your Classroom Computer
- “Oh What A Tangled Web We Weave...” Making Sense of Networks
- Begin Communicating and Surfing Your Way Through the Internet
- Model And Teach Safe and Healthy Practices of Technology Use
- Do I Really Have to Change the Way I Teach?

If you are interested in technology integration as a classroom tool, consider these modules:

- Weaving Technology Into the Learning Environment
- Information Age Learning
- Meeting the Needs of Multiple Intelligent Learners
- Is It Worth My Job To Do This?
- The Care and Feeding of Digital Images
- Making Connections Through Multimedia
- New Possibilities For Teaching And Learning – Emerging Technologies
- Something Old, Something New
- Designing Web Based Learning
- Teacher as Researcher: Using Technology to Collect and Manage Data

If you are interested in leading or mentoring others, consider these modules:

- Information Age Learning
- WWW Resources and Tools For Lifelong Learning
- Legal and Ethical Practices with Educational Technology
- Safe and Healthy Practices of Technology Use
- New Possibilities for Teaching and Learning – Emerging Technologies

If you are interested in using technology in a climate of diversity consider these modules:

- Social and Ethical Issues of a Global Classroom
- Assistive Technology for the Special Needs Population
- Meeting the Needs of Multiple Intelligent Learners

If you are interested in the technical aspects of using technology consider these modules:

- CPR For Your Classroom Computer
- Using Networks And the Internet To Enhance The Classroom
- “Oh, What A Tangled Web We Weave...” Making Sense of Networks
- Internet Communications: Tools and Techniques

Course Of Studies Abstracts

STANDARD I. EDUCATIONAL TECHNOLOGY CONCEPTS AND OPERATIONS

Module Title: **Do We Really Need To Change The Way We Teach?**

Prerequisites: None

Duration: 15 Contact Hours

Audience: K-12 Teachers

Framing Question: *What overarching understandings are desired? What are the impacts of technology integration on classroom learning, curriculum expectations, teaching, and assessment?*

Description: This module develops the rationale and pedagogy for educational change due to technology integration in Connecticut's K-12 classrooms. Topics covered will include engaged learning, performance assessment and cooperative learning; software integration; and Internet integration. The role and expectations for the student, teacher and curriculum will be highlighted.

Competencies: I.A – Developing, Proficient

Objectives: As a result of this training, participants will

- Use technology and technology information resources to enhance the quality and scope of their learning experience **D**
- Be more involved with projects and problems of intrinsic interest in an engaged and active way **D**
- Learn through teamwork and exploration **D**
- Access, analyze and communicate data **D**
- Use technology as an educational tool for accessing information and problem solving **P**
- Become successful life-long learners **P**

Module Title: **Pieces Of The Technology Puzzle – How Do They Fit?**

Prerequisites: None

Duration: 11 Contact Hours

Audience: K-12 Teachers

Framing Question: Without a broad understanding of the tools, resources, and applications of technology available for classroom use, not all teachers are convinced that technology can and should play a significant role in the education of their students. *What are the educational possibilities? What software, hardware and human resources are available for technical and instructional support?*

Description: Learn about the pieces of the technology puzzle. Gain an overall understanding of how technology can and should impact the learning process. This module will identify, explain, and attempt to demystify the tech tools available to teachers and how to incorporate them into the learning process. Learn how to identify the technology resources available to you – human and otherwise – in your building and beyond and engage in actual lessons using different types of instructional software.

Competencies: I.A – Initial

Objectives: As a result of this training, participants will:

- Gain an overall understanding of the many ways technology can enhance the learning process **I**
- Understand the capabilities of a technologically rich school environment **I**
- Identify the technological resources in their own school and district – what they are, what they do, and how they can be used for instruction **I**
- Identify human resources in the district – who they are, what they do, and how they can provide assistance and support **I**
- Work with different types of educational software applications - word processing, spreadsheet, database, drawing, drill and practice, research resource CDs, simulation, multimedia, and the Internet **I**
- Engage in a demystifying activity with wires, ports, and peripherals to increase understanding and reduce fear **I**

<u>Module Title:</u>	The Care And Feeding of Digital Images: Computer Pictures, How They Work And How To Use Them
<u>Prerequisites:</u>	Basic computer skills including the ability to manage files, manipulate objects with a mouse, and familiarity with word processing and other common software applications.
<u>Duration:</u>	15 Contact Hours
<u>Audience:</u>	K-12 Teachers who work with images for presentation graphics, multimedia, print or fine art
<u>Framing Question:</u>	<i>How can I include digital pictures in my teaching with email, web sites, PowerPoint presentations, and printed documents and what are the various methods of caring for and feeding digital images?</i>
<u>Description:</u>	This 3-day institute will introduce participants to digital image manipulation and use in the classroom. Topics will include image acquisition, file format, application and use of tools, program settings, image settings, resolution, import/export, and the application of various file formats. Lessons developed for classroom use based on the competencies gained in this module, will involve teaching participants to make presentations using digital images in with the software and hardware resources available in each participant's school.
<u>Competencies:</u>	I.B – <u>Initial</u> , <u>Developing</u> , <u>Proficient</u>
<u>Objectives:</u>	<p>As a result of this training, participants will:</p> <ul style="list-style-type: none"> • Develop an understanding of the resources needed to incorporate digital imaging into their instructional activities as well as into student assignments. Lessons developed using knowledge and skills developed in this program will be able to identify digital imaging resources such as digital cameras and scanners in their own schools and instruct students on using them in subject appropriate class assignments I • Understand the vocabulary of digital imaging and apply the various concepts with demonstrable skills I • Understand the various sources for image acquisition and develop the skill to acquire and use them I • Learn to incorporate the use of digital cameras, scanners, image CDs and Internet image resources into PowerPoint, HyperStudio and other presentation mediums for use in the classroom D • Gain familiarity with digital image formats, understand their application and be able to manipulate and use them in various popular software products D • Be able to define the various optimization strategies, explain the purpose of each and demonstrate optimization techniques with a variety of software products D

- Develop and demonstrate strategies for integrating knowledge, understanding and applicable skills into lesson plans, classroom instruction and student assignments **D**
- Participants will develop the skill and understanding that will allow them to act as models for other educators interested in using digital image technologies in their professional activities **P**

Module Title: CPR For Your Classroom Computer

Prerequisites: None

Duration: 15 contact hours

Audience: K-12 Teachers

Framing Question: *As a classroom educator, how do I resolve daily problems on my classroom computer?*

Description: This course will introduce participants to a basic understanding of computers, how they work, and how to overcome computer-based problems in day-to-day classroom use.

Competencies: I.C – Initial, Developing

Objectives: As a result of this training, participants will:

- Develop a basic understanding of operating systems to troubleshoot problems **I**
- Articulate information to relevant resource persons **I**
- Identify problems that occur while using computer technology in the classroom **D**
- Use basic troubleshooting strategies to alleviate problems **D**

Module Title: “Oh, What a Tangled Web We Weave....” Making Sense of Networks

Prerequisites: None

Duration: 8 Contact Hours

Audience: K -12 Teachers

Framing Questions: *How can I use my knowledge and understanding of networks to improve student productivity, promote student learning, and improve student understanding in my classroom? How can I use this knowledge to benefit myself professionally and to improve classroom organization?*

Description: This course introduces educators to networks and allows teachers to explore ways to use networks in the classroom to promote student learning and facilitate teacher productivity.

Competencies : I.D – Initial, Developing, Proficient

Objectives: As a result of this training participants will:

- Recognize the benefits of using networks for teaching and learning **I**
- Make effective use of network resources to enhance instruction **I**
- Demonstrate an awareness of network capabilities **D**
- Use a network to create new teaching and learning practices **P**

Module Title: **New Possibilities for Teaching And Learning**

Prerequisites: Basic ability to use the computer

Duration: 6 Contact Hours

Audience: K-12 Teachers Those who attend should consider the need for access to a DV iMac computer or a PC equipped with movie software, a digital video card, and a digital video camera back at their school.

Framing Questions: *How can DV movie making have a positive impact on student learning? What are the curricular activities that **moviemaking** tools and techniques could satisfy? Can these tools be used to improve communication with a diverse audience of students, parents, and other educators?*

Description: Teachers will explore movie planning and creation. Lessons will review the required hardware and offer the opportunity to use it. The class models the actual classroom procedure the future instructor will follow. The class will view sample movie clips to review the power, reach, and use of video. The class also will explore **hardware** components (FireWire, digital camera, digital and analog formats) as a communication facilitator and as a tool for student computer activities. Participants will then explore **movie creation** by creating a sample movie from stock footage (on Mac) to perfect the techniques. Each small group will share their final film with the class.

Competencies : I.E – Initial, Developing, Proficient

Objectives: As a result of this training participants will:

- Observe, use, and discuss components of movie making: storyboard planning, equipment, hardware, and assembly procedure **I**
- Demonstrate mastery of movie making using digital technology **D**
- Demonstrate mastery of story telling using a video of their own creation **P**

STANDARD II. CREATING ENVIRONMENTS FOR LEARNING

Module Title: **Weaving Technology Into The Learning Environment**

Prerequisite: Basic ability to use the computer

Duration: 45 Contact Hours – (9 days over 8 months: 2 days in August, 1 in October, November, January, February, March, April and May)

Audience: K-12 Teachers who have at least one computer in the classroom with Internet access

Framing Question: *What does the seamless use of technology for teaching and learning look like?*

Description: Teachers will be asked to take the next step in their seamless use of technology in the classroom by visiting grade-appropriate learning environments and observing ideas, styles, practices etc. Teachers will also receive hands-on training to increase their personal computer skills.

Competencies II.A –Developing, **Proficient**

Objectives: As a result of this training, participants will:

- Spend time learning a variety of specific computer skills **D**
- Collect data through observation and discussion which will result in an increase in their understanding of the components of managing technology: equipment, purpose, time, organization, funding, etc **P**

Module Title: **Information Age Learning**

Prerequisite: Basic ability to use the computer

Duration: 25 Contact Hours

Audience: K-12 Teachers

Framing Question: *What skills, instructional approaches and technology applications will be most effective in creating environments in the information age?*

Description: This is a 5 day module that provides an opportunity for participants to be students in an information age classroom. The classroom comes alive when students use tools to support their learning such as the Internet, digital cameras, movies, scanners etc. The Internet is becoming a standard tool in classrooms across the state. There are many ways that teachers can incorporate web based learning into their instruction. In this module, the Internet becomes the primary source of information for the web based projects that participants complete. This model encompasses many aspects of creating an environment for learning: community building, varied strategies for grouping and instruction, performance assessment, technology integration etc.

Competencies II.B – Initial, Developing, Proficient

Objectives: As a result of this training, participants will:

- Identify strategies for building a strong sense of community and interdependence in a group **I**
- Identify what roles both teachers and students play in the constructivist classroom **I**
- Articulate a set of personal and professional beliefs about the integration of technology that they feel should guide schools today **D**
- Develop an understanding of how technology can provide key resources for inquiry based learning **D**
- Explore the possibilities for integrating technology with the Connecticut Curriculum Frameworks **D**
- Experience varied opportunities for grouping students that maximize the strengths and skills that they bring to the classroom **D**
- Participate in a performance based assessment **P**
- Demonstrate technology integration skills acquired over the duration of the module **P**

Module Title: **Designing Web Based Learning**

Prerequisite: Basic ability to use the computer

Duration: 20 Contact Hours (4 full days) or 8 contact hours (6 twilight sessions)

Audience: All K-12 Teachers who are interested in exploring the Web as a tool for instruction

Framing Question: *How can I use the Internet as a tool for learning? What course tools and features are available on the Web for designing courses?*

Description: Web-based learning is the "wave of the future". If you can surf the Internet, you can catch this wave. Without being an HTML programmer, you can create a virtual course - a Web site that brings your learning materials, class discussions, and even tests online. Network with other educators and learn how to use a variety of software tools that you can incorporate into an online course for your own students. While creating this virtual learning community, you will explore such powerful features as: bulletin boards and threaded discussions; real-time interactive chat; assessment tools; collaborative work groups and student projects; content creation of syllabus, course description pages and hand-outs; database reporting and course site statistics; and online tutorials. Once Web-based courses are created, educators and students can access online classes anytime, anywhere, through any Web browser connected to a dial-up or high speed Internet connection.

Competencies: II.B – Initial, Developing, Proficient

Objectives: As a result of attending this training, participants will:

- Participate in the creation of a virtual learning community **I**
- Post messages on an electronic bulletin board and take part in a threaded discussion **D**
- Create at least one online assessment tool **D**
- Develop a Web-based learning opportunity appropriate for their students **P**

<u>Module Title:</u>	Using Technology to Meet the Needs of Multiple Intellects
<u>Prerequisite:</u>	Basic knowledge of graphic organizer and multimedia software
<u>Duration:</u>	15 – 18 contact hours
<u>Audience:</u>	K-12 Teachers
<u>Framing Question:</u>	<i>As a classroom educator, how can technology help me to better engage the various intelligences of my learners?</i>
<u>Description:</u>	This three day module is intended to introduce the classroom educator to technology that will help address the Multiple Intelligences needs of their learners
<u>Competencies:</u>	II.C – <u>Initial</u> , <u>Developing</u>
<u>Objectives:</u>	<p>As a result of attending this training, participants will:</p> <ul style="list-style-type: none">• Discuss the benefits derived from using technology tools to address multiple learning styles I• Demonstrate the ability to integrate graphic organizer and multimedia software to address various intelligences and learning styles D

Module Title: **Making Connections Through Multimedia**

Prerequisite: Basic computer skills, opening files, saving, navigating

Duration: 25 Contact Hours

Audience: Teachers Grades 3 – 8

Framing Question: *How can multimedia projects enhance the communication process?*

Description: Educators often feel overwhelmed by the multitude of software selections on the market. Multimedia software is, in a most basic form, a programming language. Users create the logic and flow by following a plan and creating hot spots, or buttons. The projects can take a linear format, as in a book, or non-linear design, as in a project about the fifty states. In the second example, the user decides, usually from a menu, where to go, what direction to take, and how to get back. Interaction occurs as the user makes more decisions based on the previous ones. A multimedia application incorporates text, images, video, sounds, and animations.

Competencies: II.D – Initial, Developing

Objectives: As a result of this training, participants will:

- Understand benefits of educational technology as it impacts student learning and instruction **I**
- Apply problem solving strategies to issues involving teaching and learning **D**
- Use technology resources to better understand students' needs and abilities in order to improve instructional practice and maximize student learning **D**
- Create new learning environments and develop new roles of teacher and learner **I**
- Use technologies to communicate/collaborate with students, parents, and teachers **I**
- Use online resources to communicate/collaborate with students, parents, and teachers **D**
- Use technology to engage in ongoing professional development and lifelong learning **I**
- Understand, model, and teach the legal and ethical practices regarding information and technology **I**
- Understand how project-based approach can support self-directed learning in the classroom **D**

Module Title: **Something Old, Something New**

Prerequisite: Basic ability to use the computer

Duration: 15 Contact Hours

Audience: K-12 Teachers who possess basic computer skills

Framing Question: *Does using the computer mean I have to learn to teach all over again?*

Description Teachers will gain exposure to many software products and learn ways to incorporate word processing, spreadsheets, presentation software, Internet, and peripheral devices into existing lessons/units.

Competencies: II.D – Initial

Objectives: As a result of this training, participants will:

- Gain a new understanding for the uses of technology in existing lessons/units **I**

STANDARD III. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Module Title: **Publishing Tools and Teacher Productivity**

Prerequisites: Basic ability to use a computer

Duration: 36 Contact Hours

Audience: K-12 Teachers who have access to at least one computer (in the classroom)

Framing Question: *What are the publishing tools and techniques most applicable for teacher productivity and interpersonal collaboration? How can a variety of technology productivity tools have a positive impact on student learning? How can these tools improve communication and collaboration with a diverse audience of students, parents, and other educators?*

Description: Teachers will explore publishing tools and techniques that facilitate communication with peers, parents and students. They will explore **Templates** (found in word processing programs) as a communication facilitator and as a tool for student computer activities. Participants who attend will use **Drawing** tools in word processing to create advanced student computer activities and worksheets. They will create and insert the various **Graph** types into word processing documents that are common in the classroom. Those who attend the workshop will explore advanced document creation and printing (newsletter, brochure, poster) using the tools of a **Page Layout** program (PageMaker, Quark Xpress, Publisher). **Table and Form** creation as a method for gathering, organizing and clearly presenting information will be presented as well.

Competencies: III.A. – **Developing, Proficient**

Objectives: As a result of this training, participants will:

- Demonstrate mastery of the most relevant publishing tools and techniques, available in software they already own. **D**
- Develop skills as they progress through template use and creation, mastery of drawing tools, and advanced publishing **P**

<u>Module Title:</u>	Internet Communications: Tools and Techniques
<u>Prerequisites:</u>	Basic ability to use a computer
<u>Duration:</u>	30 Contact Hours
<u>Audience:</u>	K-12 Teachers who are interested in exploring the Internet as a tool for instruction and professional development
<u>Framing Question:</u>	<i>How can I use the Internet to improve student learning? How can using the Internet improve communication and collaboration with a diverse audience of students, parents, and other educators?</i>
<u>Description:</u>	In this series of workshops, teachers will learn to use the Internet to communicate, collaborate, and publish. The focus of the module is to use the Internet to design effective activities for improved student learning. Topics in this module will include searching and finding information with the Web browser, using e-mail, publishing web pages, and exploring distance learning possibilities.
<u>Competencies:</u>	III.B – <u>Initial</u> , <u>Developing</u> , <u>Proficient</u>
<u>Objectives:</u>	<p>As a result of this training, participants will:</p> <ul style="list-style-type: none">• Use Web browsers to search for curriculum materials I• Save relevant Web site locations I• Use e-mail to communicate with teachers, parents, and students - I• Learn how to search effectively on the Web for curriculum materials D• Edit and organize relevant Web site locations D• Use e-mail to exchange documents (e.g., send and receive attachments) D• Use a web page editor to design and publish a web site P• Use intranets for online collaboration P• Understand how to integrate activities such as distance learning and video-conferencing into the curriculum P

Module Title: **Begin Communicating And Surfing Your Way Through the Internet**

Prerequisites: Working knowledge of Windows or Mac operating systems and a willingness to share training as mentors for team or department members. Participants must bring a lesson or unit to work on.

Duration: 15 Contact Hours

Audience: K-12 Teachers

Framing Question: *As a classroom educator, how can the Internet help me to better meet the needs of my students?*

Description: This three-day module will introduce the classroom educators to the Internet and web-based communication so that they may use these electronic resources effectively with their students.

Competencies: III.B – Initial, Developing

Objectives: As a result of this training, participants will:

- Be able to navigate and search the Internet **I**
- Demonstrate the ability to use web-based communication **I**
- Demonstrate the ability to incorporate Internet resources and communication tools with current curriculum and classroom learning **D**

<u>Module Title:</u>	Teacher as Researcher: Using Technology to Collect and Manage Data
<u>Prerequisites:</u>	Basic ability to use a computer
<u>Duration:</u>	15 Contact Hours
<u>Audience:</u>	K-12 Teachers who are interested in using technology to collect and manage data related to teaching and learning
<u>Framing Question:</u>	<i>How can technology enable educators to collect information about students and empower educators to make data-driven decisions related to teaching and learning?</i>
<u>Description:</u>	This module is designed to give educators the ability to use technology to collect and manage data related to teaching and learning. Educators will use databases and spreadsheets to organize information about students. Learning how to identify questions and issues that could be appropriately investigated through the use of student/classroom data will be an important focus of the module. The goal is to enable educators to collect student data so they can increase their knowledge and make effective decisions about education in their classrooms.
<u>Competencies:</u>	III.C – <u>Initial</u> , <u>Developing</u> , <u>Proficient</u>
<u>Objectives:</u>	<p>As a result of this training, participants will:</p> <ul style="list-style-type: none">• Discuss the benefits derived from using technology tools to organize data about teaching and learning I• Define and use terms related to databases and spreadsheets I• Demonstrate the ability to manage database and spreadsheet software D• Use databases and spreadsheets to manage and support inquiry using sample data D• Identify questions/issues that would be appropriately investigated by using databases and spreadsheets D• Use the technology to design and to enter a set of student data to support exploration of an issue related to the process of teaching and learning P• Use the technology to manage student data to increase knowledge and/or make data-driven decisions about improving curriculum, teaching, and/or learning P

Module Title: **WWW Resources and Tools for Life-Long Learning**

Prerequisites: Basic ability to use the computer including accessing the Internet.

Duration: 5 Contact Hours

Audience: K-12 Teachers

Framing Question: *How can Internet-based communication tools facilitate access to quality professional development resources to ensure life-long professional growth?*

Description: This module will focus on the use of the Internet to facilitate access to on-line resources and tools which provide opportunities for continuous professional development and life-long learning.

Competencies: III.D – Initial, Developing

Objectives: As a result of this training, participants will:

- Identify and utilize professional development resources on the Internet **I**
- Identify and utilize Internet communications tools such as a chat, discussion board, listserv, and newsletters to engage in professional dialogue with colleagues or specialists **D**

STANDARD IV. SOCIAL, LEGAL, ETHICAL AND HUMAN ISSUES

Module Title: **Legal and Ethical Practices With Educational Technology**

Prerequisites: Working knowledge of educational technology; hardware and software
 Basic understanding of integration and the use of technology in the classroom.
 Awareness of their role in developing and delivering policy in their respective school/district

Duration: 10 Contact Hours

Audience: K -12 Teachers involved with coordination of technology training

Framing Question: *As an educator, what are my responsibilities concerning the legal and ethical use of educational technology in my district? How can I assess my staff's understanding of these issues?*

Description: This module will provide instructional leaders greater understanding of legal and ethical practices related to technology use in schools. It will also provide a foundation from which they can monitor teachers and staff.

Competencies: IV.A - Initial, Developing

Objectives: As a result of this training, participants will:

- Identify the legal, ethical and social issues related to educational technology **I**
- Provide current information and local (district) policies to their teachers and staff regarding these issues **D**
- Develop a plan to inform teachers and staff about these issues, and assess their understanding **D**

Module Title: **Is It Worth My Job To Do This?**

Prerequisites: Basic ability to use the computer

Duration: 5 Contact Hours

Audience: K -12 Teachers

Framing Question: *How can I be an advocate of the safe uses of technology, software and electronic resources?*

Description: This course will present an overview of copyright laws as they apply to electronic resources. The course will also cover netiquette, proper uses of e-mail, and ethics. Participants will also be learning to use the Internet and e-mail.

Competencies: IV.A - Initial, Developing

Objectives: As a result of this training, participants will:

- Cite electronic resources properly according to APA and/or MLA styles **I**
- Understand the guidelines for legal uses of videotaped programs, photocopies for educational purposes, CD-ROM sources, software sources, Internet sources, multimedia sources, and music **I**
- Learn the rules and penalties for software piracy **I**
- Discuss and practice proper netiquette and gain knowledge of legal/illegal uses of the Internet and e-mail **I**
- Search the Internet for resources to prevent plagiarism within their classroom **D**

Module Title: **Model And Teach Safe and Healthy Practices of Technology Use**

Prerequisites: Basic ability to use the computer

Duration: 5 Contact Hours

Audience: K -12 Teachers

Framing Question: *What needs to be considered for using technology in a safe and healthy manner?*

Description: Educators will have the opportunity to learn about safe and healthy practices of technology use in the school setting. Topics to be covered will include an overview of healthy ergonomics for computer use, virus protection strategies, Internet safety, recycling tips, and more. Each participant will develop an individual action plan for his/her school or classroom detailing steps to model and teach safe technology practices.

Competencies: IV.B – Initial, Developing, Proficient

Objectives: As a result of this training, participants will:

- Gain an understanding of issues that relate to safe and healthy use of technology and apply it to the school setting **I**
- Develop a basic understanding of the study of ergonomics as it relates to computer use for both adults and children **I**
- Gain an awareness of computer viruses; what they are, how they work, and how to be protected **I**
- Learn how to be a safe Internet user and how to teach students to be the same **D**
- Consider additional ideas relating to being a good technology “citizen” including reducing paper consumption, recycling, donation of older computer equipment, and more **D**
- Share ideas with colleagues on additional related topics **P**

Module Title: **Social and Ethical Issues in a Global Classroom**

Prerequisites: Basic ability to use the computer

Duration: 5 Contact Hours

Audience: K-12 Teachers

Framing Question: *What are the implications of global learning environments?*
How does developing a global communications strategy aid in the design of electronic media and learning environments?

Description: In this workshop we will investigate technologies and resources that allow teachers to create global learning environments. By creating an interactive learning environment educators need to address the social, cultural implications of electronic media and global communication. Topics discussed will include the Language of Color, The “culturability” of text, symbols, and graphics. Once these strategies are developed teachers will be able to create presentations and design web sites with the full understanding of the implications of new media technologies in a global context.

Competencies: IV.C - Initial

Objectives: As a result of this training, participants will:

- create presentations **I**
- design web sites **I**
both with the understanding of the implications of new media technologies in a global context.

Module Title: **Assistive Technology for the Special Needs Population**

Prerequisites: Knowledge of PPT process is helpful but not necessary

Duration: 7.5 Contact Hours

Audience: Special Education Teachers, K-12 Teachers

Framing Question: *How does the use of assistive technology relate to the Americans with Disabilities Act and PL 94-142? What technological options and techniques are available to special needs students, adults and teachers of this population? How can teachers better utilize software and hardware to service people with special needs?*

Description: This module will communicate the legal aspects of assistive technology and explore various assistive technology options for students and adults living with a wide array of physical and cognitive disabilities. Using web resources, demonstrations and discussions, participants will become better able to identify, and utilize appropriate assistive technology solutions for their students.

Competencies: IV.C - Initial, Developing, Proficient

Objectives: As a result of this training, participants will:

- Understand how the use of assistive technology relates to federal law and the Public School PPT process **I**
- Modify the Windows and Macintosh operating systems to suit the special needs of their students **D**
- Understand how to choose and utilize various devices, software, and techniques to better serve students with special needs **P**